



“Always try your best to be your best”.

**A Statement of Policy for the
PSHE and Relationships and Sex Education (RSE)
Curriculum**

Introduction

At Lacewood Primary School, throughout PSHE and RSE lessons the children are empowered with the tools to ensure that they become healthy, independent and responsible members of society.

Values, Rationale and Ethos

This policy covers our school’s approach to PSHE and Relationships and Sex Education (RSE). It was produced by the PSHE lead through consultation with members of the Senior Leadership team, school staff members, parents and members of the Parent Policy Group.

At Lacewood, we believe that PSHE and RSE lessons are important to our pupils and our school because they provide the children with the tools and knowledge to become healthy, independent and responsible members of society. We ensure that our PSHE and RSE lessons meet the needs of all of our pupils, including those with SEND and we have ensured that lessons are tailored to the needs of our children. As a school, we have created learning leaps which ensure that there is progression from the beginning of KS1 to the end of KS2. Our planning is fluid and is adapted frequently to ensure that the planning matches the needs and emotional maturity of the children in each cohort at the time that it is being taught. In addition to the needs of the children, we also consider the local health data to identify key priorities for our children as members of their local community.

At Lacewood, we ensure that our RSE planning fosters a sense of equality and inclusivity with regards to gender identity, ethnicity, family and personal differences, culture, disabilities, religious belief and sexual orientation. This is achieved through the frequent reference during our PSHE lessons to how families and home environments are all different. These references are often made when giving hypothetical examples of scenarios, events and characters when depersonalising topics to allow pupils to explore them while creating a minimal amount of emotional distress. Our pupils are encouraged to develop their tolerance and acceptance of others without judgement, bias or exclusion (Education Act 1996; The Equality Act 2010). Each class also creates their own set of ‘ground rules’ at the start of each academic year. The ground rules contain positive statements that refer to how they will respect themselves and each other during and outside of PSHE lessons.

The aim of our PSHE curriculum is to ensure that our pupils leave us in year six as tolerant, responsible and respectful members of society. They will know how to keep themselves healthy, both physically and mentally and will know that it is ok to need help and where they can get help when it is needed. They will also have the tools to help themselves when facing problems that are having a detrimental effect on their physical and emotional health. In essence, we scaffold the children in becoming the best versions of themselves and in becoming positive members of society and their local community.

At Lacewood, we understand the vital role that school-parent partnerships play in the education of children. We are committed to working with parents by sharing regular updates with them and by engaging them in the development of new policies or resources through out ‘Parent Policy Group’. We aim to ensure that our parents are fully aware of what is taught at Lacewood and involve them in making decisions as to what is taught and when during PSHE and RSE lessons.



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Legislation, Statutory Regulations and Guidance

The Department for Education Statutory Guidance states that, from September 2020, all primary schools must deliver Relationships Education in Key Stage One and Key Stage Two. Primary Schools are not required legally to teach Sex Education, however, at Lacewood, we feel that it is important that our pupils have some knowledge of Sex Education before going to Secondary School. Sex Education is therefore taught in Year Six and a separate policy can be found for Sex Education on our School website. Parent have the right to withdraw their child from Sex Education but cannot withdraw from lessons that are a requirement of the Science or Health Education curriculums.

Our school's RSE policy has been informed by documents produced by professional organisations such as the PSHE Association in addition to government legislation including:

- The Education Act (1996)
- The Learning and Skills Act (2000)
- The Equality Act (2010)
- Supplementary Guidance for SRE for the 21st Century (2014)
- Keeping Children Safe in Education (2016)
- Children and Social Work Act 2017

Aims throughout the PSHE Curriculum

Our RSE program is an integral part of our whole school PSHE education provision. The aims of Personal, Social and Health Education (PSHE) and Relationship and Sex Education (RSE) are to enable our pupils to:

- Know who their family members are and who cares for them.
- Know who their friends are and the importance of friendship.
- Develop the key social skills they will need in life (team-work, collaboration, debate, discussion)
- Understand what makes relationships with friends, family and acquaintances respectful and healthy.
- Know how to keep themselves safe online (sharing information, unhealthy relationships, cyberbullying)
- Know and understand what constitutes a healthy lifestyle (diet, exercise and a 'balanced lifestyle').
- Have an awareness of the importance of mental health as well as physical health.
- Know how their mental health can be affected by positive influences and activities (friends, family, exercise) and also negative influences (the media, peer pressure, stereotypes).
- Know who can help them with issues causing emotional and physical distress; including national organisations, friends, family and trusted members of their local community.
- Have respect for others and themselves.
- Be independent and responsible members of the school community.
- Be positive and active members of a democratic society.
- Learn to recognise and value physical differences, abilities and aptitudes and to find ways of accepting and including all.
- Recognise, label and describe their emotions, behaviours and sensations.
- Develop the vocabulary of positive and negative emotions and to express them successfully with support.



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Specific Topics:

- **‘New Beginnings’**- belonging, team- building, friendships and conflict resolution.
- **‘Respectful Relationships and keeping safe’**- Bullying (including cyberbullying), internet safety (online relationships, social media and trolling), relationships (personal boundaries and permission) and safety in the home and community (road safety, stranger danger, substances and dangers at home).
- **‘Behaviours and Sensations’**- Emotions (positive and negative), mental health and conflicting emotions.
- **‘Healthy Body, Healthy Mind’**- Self-care, diet, exercise and a ‘balanced lifestyle’. Taking care of their bodies (hygiene, dental hygiene, sleep). Loneliness and isolation (including where to seek help).
- **‘My Worries and Stress Management’**- expressing worries (how and to whom) and determining their causes.
- **‘Changes, Growth and Sex Education’**- Growth, puberty, changes and coping strategies.
- Drug and Alcohol awareness (Year 6).
- Sex Education (Year 6- see Sex Education Policy).
- Puberty (KS2).
- First Aid (KS2).

Thrive

In addition to our PSHE and RSE Curriculum, Lacewood Primary School have adopted Thrive; a systematic approach to early identification of emotional development in children. Thrive is embedded within our ethos and Thrive approaches are used throughout school. Thrive focuses on the emotional wellbeing of a child and teachers use Thrive strategies within their classroom on a daily basis; either to support behaviour management or to support individual children. Each class teacher, from nursery to year 6, completes termly Thrive assessments to identify which individual children or groups of children are in need of support.

We currently have three members of staff who are trained Thrive Licensed Practitioners who offer support for children on a one-to-one basis to support their individual needs. Two members of staff are currently undergoing training to become licensed practitioners. When a child is identified as in need of individual support, our Thrive Practitioners develop a Thrive Action Plan tailor-made to the child’s needs.

Our Thrive Assessment System also allows class teachers to identify needs within their class. Some issues may arise (for example: exam anxiety) that can be addressed with the whole class as part of PSHE lessons.

Our school has a Thrive room containing resources practitioners can use to support children in developing their emotional wellbeing. Children often go to the Thrive room to self-regulate and complete activities with a practitioner using sensory or practical equipment and resources.

Organisation and Curriculum Design

CPD and Teacher Support

The PSHE Lead is a member of the PSHE Association and undertakes regular training with them to ensure that the school planning and policies are up to date. The PSHE Association also provides a great deal of guidance as to how PSHE teachers can create a safe and supportive environment that is most conducive for learning. PSHE teachers have been given important documents that support them in handling difficult questions in the classroom and how to support children who are experiencing difficult situations (bullying, home issues, low self-esteem). These documents are given to staff members at the start of each academic year and any new documents are distributed as soon as they become available.





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Teaching and learning style

At Lacewood, we use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. Communication is key in PSHE and we aim to allow children to share their opinions and feelings in different ways. Our RSE programme is taught through a range of teaching methods and activities, including oral discussions, debates, written activities, role-play and through exploration of hypothetical scenarios. We assess learning by completing activities at the beginning and end of a topic and compare the children’s comments. For example, teachers work with pupils to create mind-maps and graffiti walls where the children write key vocabulary at the beginning and end of the topic. This gives the teacher a clear picture of what they have understood and any vocabulary or topic areas that may need further coverage.

As a school, we encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly, or open evening, or involvement in an activity to help other individuals or groups less fortunate than themselves. The content of such activities is in line with Thrive strategies to ensure all children are accessing Thrive within school. Teachers use appropriate language for their year group and have a non-judgemental tone at all times. Children are given the opportunity to voice their opinions but are also given the ‘right to pass’ and no child is put on the spot.

Classrooms are organised in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We ensure that a safe, supportive environment is created for the children and the teacher establishes ground rules to ensure that pupils behave with compassion and respect for one another.

We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

PSHE and Relationship and Sex Education (RSE) Curriculum Planning

At Lacewood, we incorporate our ‘learning leaps’ into our planning. This ensures that there is progression between classes and also key stages. In PSHE, the learning leaps ensure that in KS1, the children create a solid foundation of knowledge regarding topics such as emotions and relationships. This foundation is then built upon with more complex issues and topics being discussed and explored in KS2.

PSHE teachers follow detailed planning that has been produced by the PSHE subject lead. The planning ensures that there is progression throughout school and contains the learning objectives (learning leap statements), all relevant key questions and any preparation that the teachers need to do prior to the lesson to ensure that their teaching is as affective as possible and the children’s learning is maximised. After each lesson, there is a teacher feedback box where PSHE teachers can give feedback as to what went well, what could be better next time and where they can identify any children/cohorts who may need additional support on a particular topic. We also use pupil voice to find out the children’s opinions on their activities and their priorities of what they think is important for them to learn next.





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As a school, we teach PSHE and RSE in a variety of ways, including class discussions, writing tasks and projects. In some instances, (for example drugs or sex education) we teach PSHE and RSE as a discrete subject with specific year groups. Some of the time we introduce PSHE and RSE through other subjects, e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the planning of proposed local developments. As there is a large overlap between the aims of religious education and those of PSHE and RSE, we approach some specific themes of PSHE during our religious education lessons. We also develop PSHE and RSE through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters. We offer residential visits to Year 5 and 6 where there is a particular focus on developing pupils’ self- esteem and giving them opportunities to develop leadership and co-operative skills.

Foundation Stage

In the Foundation Stage, we teach PSHE in Foundation as PSED which is one of the three prime areas which are fundamental to all other areas and provide pupils with a solid foundation on which to learn and develop. We teach PSHE in Foundation as an integral part of the themes covered during the year. We relate the PSHE aspects of the children’s work to the objectives set out in the EYFS curriculum and the Early Learning Goals. We teach pupils about making relationships, self-confidence and self- awareness and also managing feelings and behaviour. All areas are covered and developed through all planned experiences and activities. Our teaching in PSHE matches the aim of developing a child’s personal, emotional and social education. We also support citizenship education in Foundation when we teach ‘Understanding the World’.

Teachers assess the children’s work in PSHE by making informal judgements as they observe them during lessons or during independent use of continuous provision.

In our Foundation Stage we adopt Thrive as an approach to developing children’s understanding of themselves and the others around them.

Resources

We keep resources for PSHE and RSE in the Thrive Room and use a range of appropriate websites. We have additional resources in the library. Our PSHE and RSE materials for particular year groups are within the class bases. We also have a digital folder with shared planning and resources in an accessible location on the school shared network.

Lacewood Primary is equipped with a Thrive Room which has been specifically developed to support children with Thrive Action Plans. The area is used by our Thrive Practitioner’s to deliver one-to-one or group Thrive sessions for children. The Thrive Room is also used to support children who have reached crisis to calm down. It is equipped with a range of therapeutic resources that adults can use with children to contribute positively to the rewiring of the lower brain circuitry.

Lacewood Primary is equipped with a Sensory Room which is used to support children with sensory processing needs or children who need calm, sensory environment. Teachers, support staff and Thrive Practitioners use the Sensory Room as part of their role to support individual children.





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Monitoring and review

The PSHE and RSE subject leader together with the Head Teacher is responsible for monitoring the standards of children’s work and the quality of the teaching of this subject through learning walks, moderating planning and collecting examples of work. The subject leader supports colleagues in the teaching of PSHE and RSE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leader is also responsible for reporting to the Head Teacher evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

Note: This PSHE and RSE policy should be read in conjunction with the other school policies e.g. Teaching and Learning, Feedback and Assessment, Inclusion and Homework and Behaviour Policy.

The Role of the Coordinator

- To develop an appropriate PSHE and RSE policy.
- To promote and maintain interest in all aspects of PSHE and RSE.
- To keep up to date with developments in PSHE and RSE and disseminate to staff.
- To develop, monitor and evaluate the promotion of healthy, safe lifestyles by ensuring pupils receive appropriate information in planned work. (RSE, drugs awareness, personal safety etc).
- To develop, monitor and evaluate the understanding of citizenship including rights and responsibilities, economic awareness, behaviour and choices, understanding of school. Local, national and global community etc.
- To support colleagues with PSHE and RSE planning and teaching when needed.
- To undertake an audit of PSHE and RSE to ensure effectiveness of schemes of work through monitoring pupils work and staff planning in order to make informed judgements about the progress of these areas.

SEN and Thrive

PSHE permeates the whole curriculum at Lacewood Primary. For children who are SEN, many are often identified as requiring additional support in their PSHE development. These needs are unique to the child and so require unique and individual plan called a Thrive Action Plan. This plan is developed and delivered by a Thrive Practitioner on a one-to-one basis. A Thrive Action Plan can require individual or group sessions delivered by one of our Thrive Practitioners on weekly basis. The plan consists of the child’s individual needs and activities to help support these needs.

Just as when teaching PSHE for any ability, all planning must take account of differing needs. The circumstances of those with particular educational needs might arise for a variety of reasons; a specific learning difficulty; English as an additional language; emotional or behavioural difficulties; being in the ‘looked-after system’, and other reasons. PSHE is part of an entitlement for all, but the needs of those in particular circumstances will require careful attention.

Safeguarding





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Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to the disclosure of a child protection issue. When information has been disclosed to a member of staff, they will consult with the designated safeguarding lead or in her absence, her deputy. Disclosures will also be recorded on our schools CPoms system where it is then shared with the relevant staff members. Children will always be made aware that staff cannot keep ‘secrets’ and may need to pass information on to protect them and provide them with the help needed.

Completed by: Mrs Sellars (PSHE Lead)

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